



# **SYLLABUS**

## **Cambridge International AS & A Level English Language**

**9093**

For examination in June and November 2020.  
Also available for examination in March 2020 for India only.

## **Literature in English**

**9695**

For examination in June and November 2020.  
Also available for examination in March 2020 for India only.

## **Language and Literature in English (AS only)**

**8695**

For examination in June and November 2020.

### Changes to the syllabus for 2020

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

**Any textbooks endorsed to support the syllabus for examination from 2016 are still suitable for use with this syllabus.**

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## Welcome

Cambridge International AS & A Level English encourages students to explore their subject in depth. The syllabus has been designed, in consultation with teachers and universities, to help students develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject.

All our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners, and take account of the different national contexts in which they are taught. Consultation is an important part of the way we develop our syllabuses.

### Consulting teachers

Teachers at Cambridge schools worldwide help us to shape our Cambridge International AS & A Level syllabuses. The feedback contributes to the development of syllabus content, assessments and support materials. Consulting teachers ensures that our materials are designed carefully around their needs and the needs of their students.

### Consulting universities

Like teachers, universities help to shape our Cambridge International AS & A Level syllabuses. We consult with leading higher education institutions to make sure the syllabuses encourage students to get a firm grasp of the subject's key concepts and develop the skills necessary for success at university.

### Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned. The key concepts that this syllabus is designed to develop are detailed on page [X].

### Teacher support

Our comprehensive teacher support will help you deliver the syllabus confidently and effectively. The support includes resources for teaching and learning as well as exam preparation. The teaching support package helps teachers integrate the key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them with each topic. Learn more on page [X].

“ Cambridge International AS and A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

## Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

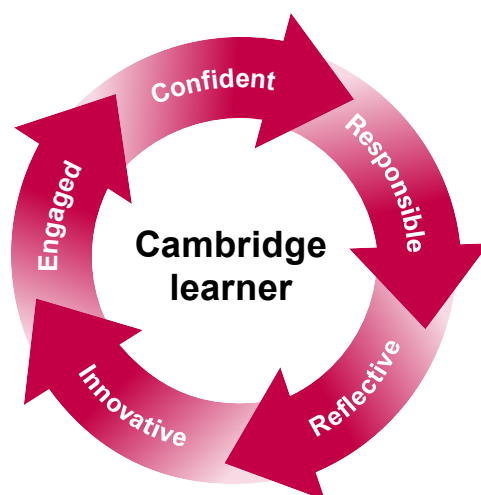
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially ready to make a difference.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](https://www.cambridgeinternational.org/curriculumguide)

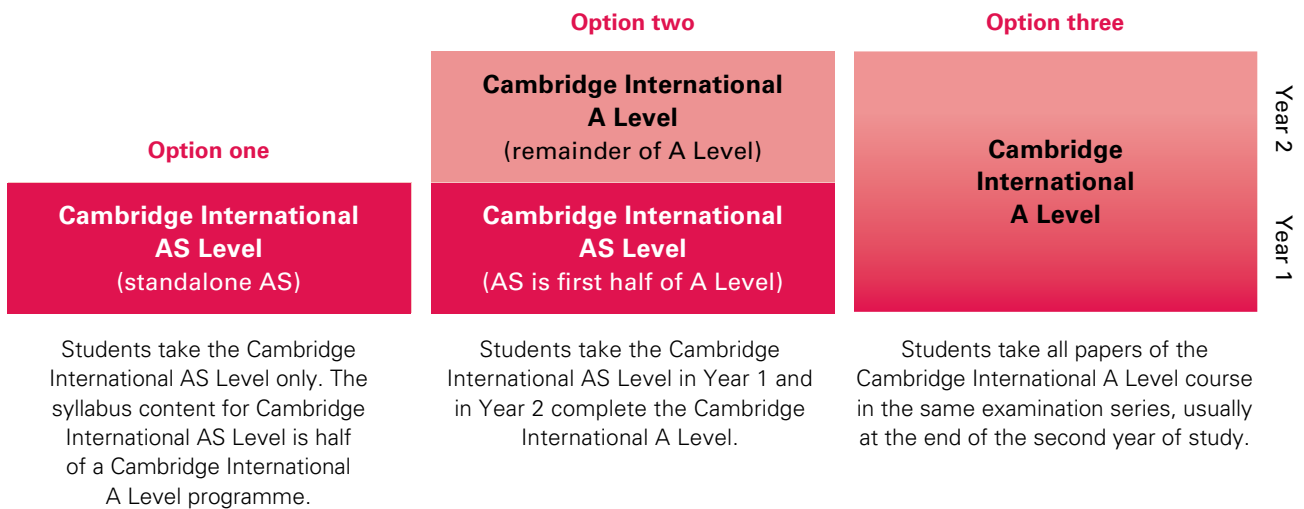
## Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give students building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Why Cambridge International AS & A Level English Language?

Cambridge International AS & A Level English Language is accepted by universities and employers as proof of knowledge and understanding.

### About the syllabus

Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken. They gain pleasure and awareness of how language works in different ways, for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail

### Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

Of the concepts that are important to the study of English Language at this level, we have identified the following as key. As a teacher, you will refer to these concepts, which can serve as tools to understand both familiar and unfamiliar written and spoken texts. The Scheme of Work suggests how these concepts can help with teaching.

- When we say the characteristics of **written and spoken texts**, we are referring to the ways in which constructed and spontaneous language are either consciously or unconsciously formed and shaped by different means for a variety of purposes and effects.
- **Structure** refers to the organisation of a text or passage, its shape and development and how this contributes to meaning and effect: for example, the way in which a written passage or spoken language may develop using different techniques and moods.
- **Context** refers to the relationship between a text and its background – for example, historical, social, cultural, and economic – and the ways in which it may influence the meaning and interpretation of a particular extract.
- By the features of **imaginative writing**, we mean the ingredients which may help to form different types of creative responses: for example, these may include aspects of structure (such as the opening to a short story) and particular linguistic skills and forms of expression (for example, establishing character and motivation; varying sentence structures; selecting effective vocabulary for different purposes).
- The features of **persuasive and argumentative writing** encompass the different techniques and devices employed in conveying points of view, exemplification and cohesive reasoning in different formats (for example, newspaper articles, magazine features, letters, diaries, scripted speeches) for different types of **audiences** (such as those based on age or interest).
- The features of **spontaneous speech** include: their differences to shaped and scripted speeches and dialogue; the characteristics which mark spontaneous speech out (for example, hesitation, fillers, use of non-standard grammar) as being unrehearsed.
- **Language acquisition** refers here to the ways in which children and teenagers learn to recognise, understand and construct language at different times in their development. It also explores how these processes shape their different uses of both written and spoken language as they grow.

- When we refer to **spoken language and social groups**, we mean the ways in which different groups (defined, for example, by gender, occupation, age or culture) construct language (with its own terms, sounds, vocabulary and expression) to form a distinct identity of their own (for example, to include or exclude others or to create power and status).
- Issues raised by **global English** refer to different debates about and reactions and attitudes to the rise of English as an 'international' means of communication, its cultural effects, the varieties of English created, its impact on local languages in terms of speech and writing and the threat it may pose to such languages.



## Why Cambridge International AS & A Level Literature in English?

Cambridge International AS & A Level Literature in English is accepted by universities and employers as proof of knowledge and understanding.

### About the syllabus

Successful Literature in English learners develop a lifelong understanding and enjoyment of literary texts, and, importantly, gain a range of essential skills, including:

- the ability to write clearly and effectively
- skills in developing arguments
- skills in researching and managing information
- the ability to analyse complex texts in different forms and styles.

### Key concepts

The key concepts set out below offer ways to approach the study of Cambridge International AS & A Level Literature in English. The teaching support package helps teachers integrate the key concepts into their teaching. See page 11 for more information on our teacher support.

As a teacher, you will refer to these concepts, which can serve as tools when considering both familiar and unfamiliar works of literature.

- When we say **imaginative literature**, we are referring to the texts as literary, imaginative constructs.
- By **form**, we mean the main characteristics of prose, drama, and poetry, and how these contribute to meaning and effect.
- **Structure** refers to the organisation of a text or passage, its shape and development and how this contributes to meaning and effect, for example, the structure of a poem created by the number of lines, line length and rhyme pattern.
- **Genre** encompasses the characteristics of different genres: for example, tragedy, comedy and satire.
- **Conventions** are the rules or traditional features which are characteristic of, for example, a play (dialogue and action), or a romantic novel (narrative point of view), or sonnet (length, shape, argument, counter-argument and conclusion).
- **Context** is the relationship between a text and its background – historical, social and cultural.
- **Audience and readership** implies the interaction of texts with the reader or audience (audience in the case of drama).
- **Language and style** covers the variety and use of language and style in different forms, genres and periods, and for different audiences and readerships.
- **Interpretation** involves the appreciation and discussion of different critical readings of a text (Cambridge International A Level only).

## Why Cambridge International AS Level Language and Literature in English?

Cambridge International AS Level Language and Literature in English is accepted by universities and employers as proof of knowledge and understanding.

### About the syllabus

Successful Cambridge International AS Level Language and Literature in English learners gain a foundation in lifelong language skills together with an understanding and enjoyment of literary texts, including:

- the ability to write clearly, accurately, creatively and persuasively
- the ability to use appropriate styles and registers for different contexts and audiences
- the ability to analyse a variety of complex texts in a variety of forms and styles
- an understanding of language use to inform and persuade
- skills in researching and managing information.

### Key concepts

The key concepts set out below offer ways to approach the study of Paper 2 Writing for Cambridge International AS Level Language and Literature in English.

- By the features of **imaginative writing**, we mean the ingredients which may help to form different types of creative responses: for example, these may include aspects of structure (such as the opening to a short story) and particular linguistic skills and forms of expression (for example, establishing character and motivation; varying sentence structures; selecting effective vocabulary for different purposes).
- The features of **persuasive and argumentative writing** encompass the different techniques and devices employed in conveying points of view, exemplification and cohesive reasoning in different formats (for example, newspaper articles, magazine features, letters, diaries, scripted speeches) for different types of **audiences** (such as those based on age or interest).

The key concepts set out below offer ways to approach the study of Paper 9 Poetry, Prose and Drama for Cambridge International AS Level Language and Literature in English.

- When we say **imaginative literature**, we are referring to the texts as literary, imaginative constructs.
- By **form**, we mean the main characteristics of prose, drama, and poetry, and how these contribute to meaning and effect.
- **Structure** refers to the organisation of a text or passage, its shape and development and how this contributes to meaning and effect, for example, the structure of a poem created by the number of lines, line length and rhyme pattern.
- **Genre** encompasses the characteristics of different genres: for example, tragedy, comedy and satire.
- **Conventions** are the rules or traditional features which are characteristic of, for example, a play (dialogue and action), or a romantic novel (narrative point of view), or sonnet (length, shape, argument, counter-argument and conclusion).
- **Context** is the relationship between a text and its background – historical, social and cultural.
- **Audience and readership** implies the interaction of texts with the reader or audience (audience in the case of drama).
- **Language and style** covers the variety and use of language and style in different forms, genres and periods, and for different audiences and readerships.

**Guided learning hours**

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

**Prior learning**

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE® course in English Language, or Literature in English and should have a level of English equivalent to First Language English at IGCSE.

**Progression**

Cambridge International A Level English Language provides a suitable foundation for the study of English Language or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International A Level Literature in English provides a suitable foundation for the study of English Literature or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International AS Level English Language constitutes the first half of the Cambridge International A Level course in English Language and therefore provides a suitable foundation for the study of English Language at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities or some other subjects. It is also suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International AS Level Literature in English constitutes the first half of the Cambridge International A Level course in Literature in English and therefore provides a suitable foundation for the study of English Literature at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities or some other subjects. It is also suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment' section of the syllabus overview.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

### How can I find out more?

#### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels will help teachers integrate key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them within each topic. It also gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

Visit our online resource bank and discussion forum at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at [www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

# Cambridge International AS & A Level English Language

## 1 Syllabus overview

### 1.1 Content

Cambridge International AS Level English Language provides candidates opportunities to make critical and informed responses to texts which are wide-ranging in their form, style and context. Candidates will also produce their own imaginative writing, and will demonstrate their ability to produce writing for given audiences. Those who opt for Cambridge International A Level English Language will develop a strong foundation in the study of linguistics, focusing on spoken language, English as a global language and language acquisition.

### 1.2 Assessment

For Cambridge International AS & A Level English Language, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS qualification)
- or**
- follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS qualification) in one series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later series
- or**
- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

**Cambridge International AS Level** candidates take:

Paper 1 Passages	Duration	Weighting
The paper contains three questions. Candidates answer two questions: Question 1, and either Question 2 or Question 3. Questions carry equal marks. Externally assessed. 50 marks	2 hours 15 minutes	50%

**and**

Paper 2 Writing	Duration	Weighting
Two sections: Section A and Section B. Candidates answer two questions: one from Section A and one from Section B. Questions carry equal marks. Externally assessed. 50 marks	2 hours	50%

**Cambridge International A Level** candidates take:

Paper 1 Passages	Duration	Weighting
<p>The paper contains three questions.</p> <p>Candidates answer two questions: Question 1, and either Question 2 or Question 3.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

and

Paper 2 Writing	Duration	Weighting
<p>Two sections: Section A and Section B.</p> <p>Candidates answer two questions: one from Section A and one from Section B.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours	25%

and

Paper 3 Text Analysis	Duration	Weighting
<p>The paper contains two questions.</p> <p>Candidates must answer both questions.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

and

Paper 4 Language Topics	Duration	Weighting
<p>The paper contains three questions, each on a separate topic area.</p> <p>Candidates answer two questions.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

## Availability

This syllabus is examined in the June and November examination series. This syllabus is also available for examination in March, for India only.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge International AS Level Language and Literature in English (8695).



## 2 Syllabus aims and assessment objectives

### 2.1 Syllabus aims

The syllabus aims to develop:

- a critical and informed response to texts in a range of forms, styles, contexts and audiences
- the interdependent skills of reading, analysis and research
- effective, creative, accurate and appropriate communication
- a firm foundation for further study of language and linguistics.

### 2.2 Assessment objectives

Candidates are assessed on their ability to:

AO1: read with understanding and analyse texts in a variety of forms

AO2: demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts

AO3: write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.

### 2.3 Relationship between assessment objectives and components

Assessment objective	Paper 1	Paper 2	Paper 3	Paper 4
AO1	✓		✓	✓
AO2	✓	✓	✓	✓
AO3	✓	✓	✓	✓

The assessment objectives for Cambridge International AS & A Level English Language carry equal weight within each component. Components are marked holistically using the mark levels printed in the specimen paper mark schemes.

For the Cambridge International AS Level qualification, each paper is worth 50 per cent of the total marks and each question carries equal marks.

For the Cambridge International A Level qualification, each paper is worth 25 per cent of the total marks and each question carries equal marks.

## 3 Syllabus content

### Paper 1 Passages

- The paper contains three questions.
- Candidates answer two questions: Question 1, **and either** Question 2 **or** Question 3.
- Questions carry equal marks.

Each question is based on one passage (or thematically related shorter passages) printed in the question paper.

Texts will be drawn from a range of English language sources such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, diaries, essays, scripted speech (e.g. a speech by a politician) and narrative/descriptive writing.

Each question is in two parts:

- (a) commentary on the use of language in the passage(s). [15 marks]
- (b) directed writing task based on the passage(s). [10 marks]

In all questions, candidates are required to:

- identify distinguishing features of the texts, relate them to the function and context of the writing, and organise information in their answers
- comment on aspects such as vocabulary, figurative language (e.g. use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice, structure
- write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

Candidates are advised to spend approximately 15 minutes reading the whole paper before they begin writing.

Dictionaries may **not** be used.

### Paper 2 Writing

The paper contains two sections: Section A and Section B. There are three questions in each section.

- Candidates answer two questions: one question from Section A **and** one question from Section B.
- Questions carry equal marks.

#### **Section A: Imaginative writing (i.e. imaginative/descriptive)**

Candidates choose one out of three questions.

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

#### **Section B: Writing for an audience (i.e. discursive/argumentative)**

Candidates choose one out of three questions.

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

## Paper 3 Text Analysis

- The paper contains two questions.
- Candidates must answer **both** questions.
- Questions carry equal marks.

Each question is based on text(s) printed on the question paper. One of the texts (either for Question 1 or Question 2) will be a transcription of speech/spoken material/scripted speech (e.g. a campaigning broadcast or political speech). The other texts will be drawn from forms such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, diaries, essays, and narrative/descriptive writing.

In Question 1(a) candidates are required to write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

In Question 1(b) and Question 2 candidates are required to:

- identify and analyse distinguishing features of written and spoken language in the text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice
- relate these features to the function and context of the text(s)
- organise information coherently in their answers.

**Question 1** is in two parts:

- (a) directed writing task relating to the text, involving writing 120–150 words in a specific form and for a specified purpose/audience, using appropriate vocabulary, tone, and style. [10 marks]
- (b) comparison of the style and language of the candidate's writing in (a) with that of the original text. [15 marks]

**Question 2** is based on two longer texts (300–400 words each). The texts will have some thematic connection, but will be from different types of source/form.

Candidates are required to compare style and language of the texts. [25 marks]

Candidates are advised to spend approximately 15 minutes studying the question paper before they begin writing.

Dictionaries may **not** be used.

## Paper 4 Language Topics

- The paper contains three questions, each on a separate topic area.
- Candidates answer **two** questions.
- Questions carry equal marks.

The topic areas for examination in 2020 are:

- *Topic A: Spoken language and social groups*
- *Topic B: English as a global language*
- *Topic C: Language acquisition by children and teenagers.*

One essay question will be set on each topic area.

Each question will incorporate a short stimulus (such as a relevant text extract or speech transcription) relating to the topic area. Candidates will be expected to refer to this and to their own wider reading and research in answering.

Dictionaries may **not** be used.

### *Topic A: Spoken language and social groups*

Relevant areas for study include:

- specific features of spoken language which are influenced by context
- the use of language to include and exclude
- group identity, power and status
- slang, jargon and other non-standard features
- idiolect/sociolect/dialect
- speech sounds and accents
- theories and studies of social variation in language, for example variations according to gender, age, occupation, social class.

### *Topic B: English as a global language*

Relevant areas for study include:

- issues arising from differing ideas of 'world'/'global'/'international' English
- Kachru's Three Circles: inner circle, outer circle, expanding circle
- the local status of English – as an 'official' (second) language
- 'Englishes' – standard and non-standard varieties
- cultural effects – especially from, for example, British v. American English
- national government attitudes: language planning policies
- language death.

*Topic C: Language acquisition by children and teenagers*

Relevant areas for study include:

- the main stages of early development, for example, the holophrastic, telegraphic and post-telegraphic stages
- the different functions of young people's language, for example:
  - instrumental function: language used to fulfil a need – obtaining food, drink and comfort
  - regulatory function: asking, commanding, requesting
  - interactional function: language that develops social relationships
  - personal function: language that expresses personal opinions
  - representational function: relaying or requesting information
  - heuristic function: language that is used to explore the world and to learn and discover
  - imaginative function: using language to tell stories and create imaginary worlds
- knowledge of some of the theories of how children acquire language, such as imitation and reinforcement (Skinner), the language acquisition device (Chomsky), cognitive development (Piaget) and child-directed (or 'caretaker') speech.

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# Cambridge International AS & A Level Literature in English

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## 1 Syllabus overview

### 1.1 Content

**Cambridge International AS Level Literature in English** requires candidates to answer two compulsory papers: Paper 3 Poetry and Prose, and Paper 4 Drama. Overall, at AS Level candidates are required to study four set texts. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

**Cambridge International A Level Literature in English** requires candidates to answer three compulsory papers and one from a choice of optional papers. The compulsory papers are: Paper 3 Poetry and Prose, Paper 4 Drama, and Paper 5 Shakespeare and other pre-20th Century Texts. The optional papers are: Paper 6 1900 to the Present, Paper 7 Comment and Appreciation, and Component 8 Coursework. Overall, at A Level candidates are required to study eight set texts, or six set texts plus two unseen texts if Paper 7 Comment and Appreciation is chosen. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions from a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions. In Paper 5 only, candidates must answer on at least one passage-based question.

### 2.1 Assessment

For Cambridge International AS & A Level Literature in English, candidates:

- take Papers 3, 4, 5 and 6 or 7 or Component 8 in the same examination series leading to the full Cambridge International A Level

**or**

- follow a staged assessment route by taking Papers 3 and 4 (for the Cambridge International AS qualification) in the same series, then Papers 5 and 6 or 7 or Component 8 (for the Cambridge International A Level qualification) in a later series

**or**

- take Papers 3 and 4 only in the same series (for the Cambridge International AS qualification).

**Cambridge International AS Level** candidates take:

Paper 3 Poetry and Prose	Duration	Weighting
Candidates answer two questions: one question from Section A Poetry and one question from Section B Prose. Externally assessed. 50 marks	2 hours	50%

and

Paper 4 Drama	Duration	Weighting
Candidates answer two questions on two plays. Externally assessed. 50 marks	2 hours	50%

**Cambridge International A Level** candidates take:

Paper 3 Poetry and Prose	Duration	Weighting
Candidates answer two questions: one question from Section A Poetry and one question from Section B Prose. Externally assessed. 50 marks	2 hours	25%

and

Paper 4 Drama	Duration	Weighting
Candidates answer two questions on two plays. Externally assessed. 50 marks	2 hours	25%

and

Paper 5 Shakespeare and other pre-20th Century Texts	Duration	Weighting
This paper contains two sections: Section A: Shakespeare; Section B: Other pre-20th Century Texts. Candidates answer two questions: one question from Section A and one question from Section B. At least one of the questions candidates answer must be a (b) passage-based question, chosen from either Section A or Section B. Externally assessed. 50 marks	2 hours	25%

**and either**

Paper 6 1900 to the Present	Duration	Weighting
Candidates answer two questions on different texts. Externally assessed. 50 marks	2 hours	25%

**or**

Paper 7 Comment and Appreciation	Duration	Weighting
Candidates answer two questions on different texts. Candidates write critical appreciations of previously unseen passages. Externally assessed. 50 marks	2 hours	25%

**or**

Component 8 Coursework	Duration	Weighting
Available on special application only. Candidates submit a folder of two essays on different texts. Internally marked, externally moderated. 50 marks		25%

Dictionaries may **not** be used.

Texts are **not** allowed in the examination room.

## Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates with the exception of 9695/08, Literature in English Coursework, which is not available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- 8695 Cambridge International AS Level Language and Literature in English.



## 2 Syllabus aims and assessment objectives

### 2.1 Syllabus aims

The syllabus aims to develop:

- appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures
- the interdependent skills of reading, analysis and communication
- effective and appropriate communication
- wider reading and an understanding of how it may contribute to personal development.

### 2.2 Assessment objectives

Candidates must demonstrate:

AO1: The ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.

AO2: An understanding of the ways in which writers' choices of form, structure and language shape meanings.

AO3: The ability to produce informed, independent opinions and judgements on literary texts.

AO4: The ability to communicate clearly the knowledge, understanding and insight appropriate for literary study.

AO5: The ability to appreciate and discuss varying opinions of literary works (Cambridge International A Level only).

### 2.3 Relationship between assessment objectives and components

Assessment objective	Paper 3	Paper 4	Paper 5	Paper 6	Paper 7	Component 8
AO1	✓	✓	✓	✓	✓	✓
AO2	✓	✓	✓	✓	✓	✓
AO3	✓	✓	✓	✓	✓	✓
AO4	✓	✓	✓	✓	✓	✓
AO5			✓	✓	✓	✓

The assessment objectives for Cambridge International AS & A Level Literature in English carry equal weight within each component. Components are marked holistically using the mark levels printed in the specimen paper mark schemes.

For the Cambridge International AS Level qualification, each paper is worth 50 per cent of the total marks and each question carries equal marks.

For the Cambridge International A Level qualification, each paper (including coursework) is worth 25 per cent of the total marks and each question carries equal marks.

### 3 Syllabus content

#### Paper 3 Poetry and Prose

[This paper is timetabled with 8695 Paper 9 Poetry, Prose and Drama.]

The paper contains two sections: Section A: Poetry and Section B: Prose. Candidates answer **two** questions, each from a different section.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole.

Texts are **not** allowed in the examination room.

Dictionaries may **not** be used.

Set texts are listed in the section **Set Texts for Cambridge International AS & A Level Literature in English**.

## Paper 4 Drama

Candidates answer **two** questions on two plays.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole
- the dramatic qualities of play texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

Set texts are listed in the section **Set Texts for Cambridge International AS & A Level Literature in English**.

## Paper 5 Shakespeare and other pre-20th Century Texts

This paper is divided into:

Section A: Shakespeare

Section B: Other pre-20th Century Texts.

Candidates answer **two** questions: **one** question from Section A and **one** question from Section B.

At least **one** of the questions candidates answer must be a **(b) passage-based** question chosen from **either** Section A **or** Section B.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole
- the dramatic qualities of play texts
- varying interpretation of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

Set texts are listed in the section **Set Texts for Cambridge International AS & A Level Literature in English**.

## Paper 6 1900 to the Present

Candidates answer one question on each of **two** different texts.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole
- the dramatic qualities of play texts
- varying interpretation of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

Set texts are listed in the section **Set Texts for Cambridge International AS & A Level Literature in English**.

## Paper 7 Comment and Appreciation

Candidates answer **two** out of three questions.

- Candidates write a critical appreciation of previously unseen passages printed on the question paper.
- The passages cover at least two of the categories: prose, poetry and drama.
- One question may involve a comparison of passages.
- All passages are from works originally written in English.
- At least one of the passages is from a work published after 1900.

The questions will test candidates' ability to read literature critically and to demonstrate, by informed discussion and opinion, an understanding of the ways in which meaning is expressed through a writer's choices of form, structure and language. The authors of the passages are named, with either the dates of the author or the date of the passage. Knowledge of the literary or historical background, or of other works by the named author, is not expected.

Dictionaries may **not** be used.

## Component 8 – Coursework

If you wish to apply to offer Component 8 – Coursework, you must first write to Cambridge with a detailed plan and rationale for a proposed course. This component is not available to private candidates.

- Candidates submit a folder of two essays on two texts (may include a small selection of poems or short stories); the texts must not be set for study elsewhere in the syllabus, and must be whole works, originally written in English.
- The two texts must be taken from two different forms (prose/poetry/drama).
- A minimum of 2000 and a maximum of 3000 words should be submitted in total (excluding quotations).
- The work will be internally marked and externally moderated.
- Candidates whose work is required for external moderation will be selected by Cambridge.
- The general coursework rules, published in the *Cambridge Handbook*, describe what is needed and give guidelines for internal (school-based) assessment of coursework.

## Outline proposal forms

Proposals for topics of study are submitted to Cambridge International for approval using an outline proposal form. You should submit outline proposal forms for all candidates as this will assist each candidate with their direction of study. Proposals should not be more than 500 words, describing the proposed area of study, title and, where appropriate, list of source material to be consulted. Outline proposal forms, and the instructions for completing them, should be downloaded from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (e.g. 9695) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form itself when completing each form.

## Cover sheets

A cover sheet must be completed and attached to the front of the work of each candidate. The cover sheet, and the instructions for completing it, should be downloaded from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (e.g. 9695) and your centre number, after which it will take you to the correct form. Follow the instructions on the form itself when completing each form.

## Recording and submitting candidates' marks and work

For information, dates and methods of submission of the coursework marks and sample, please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

Candidates' marks for 9695/08 must be recorded on the Coursework Assessment Summary Form produced by Cambridge International. The marks on this form must be identical to the marks you submit to Cambridge International.

The Coursework Assessment Summary Form and the instructions for completing them should be downloaded each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (e.g. 9695) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form itself when completing each form.

## Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. Further information on the process of internal moderation can be found on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

The sample you submit to Cambridge International should include examples of the marking of each teacher. You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

Cambridge International will externally moderate all internally assessed components. You must submit the marks of all candidates to Cambridge International.

You must also submit the marked work of a sample of candidates to Cambridge International. The samples database provides details of how the sample will be selected and how it should be submitted. The samples database can be accessed at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

External moderators will produce a short report for each centre with feedback on your application of the mark scheme and administration of the assessment.

## Guidance on using levels-based mark schemes

Marking of the tasks should be positive, rewarding achievement where possible but clearly differentiating across the whole range of marks available.

In approaching the assessment process, the marker should look at the work and then make a 'best fit' judgement as to which level statement it fits. In practice the work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best fit' level statement has been identified the following guide should be used to decide on a specific mark:

- Where the candidate's work convincingly meets the level statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the level statement, the most appropriate mark in the middle of the range should be awarded.
- Where the candidate's work just meets the level statement, the lowest mark should be awarded.

It is the centre's responsibility to make sure all coursework is the candidate's original work. Candidates should provide references to any source materials used, listing these at the end of the coursework

A general discussion on the progress of coursework is a natural part of the teacher/candidate relationship, as it is for other parts of the course. In addition, if plans and first drafts are completed under teacher supervision, you can be assured of the authenticity of the final coursework.

You should not mark, correct or edit draft coursework material; candidates can certainly draft and redraft work, but you should only give brief summative comment on progress during this phase.

## Avoidance of Plagiarism

Candidates should be made aware of the academic conventions governing quotation and reference to the work of others and taught to use them. This should include full reference to the publication, including date, author and page number. If it is a website, the website address and the date the website was accessed should be included.

At the time of submission, the candidate is required to sign a declaration stating that the coursework is their own work and you countersign to confirm that you believe the work is that of the candidate. Centres should use the cover sheet for this purpose. Further details can be found in the *Cambridge Handbook*. The coversheet must appear on or before the title page of the document.

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# Cambridge International AS Level Language and Literature in English

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This syllabus is provided for Cambridge International AS Level only.

## 1 Syllabus overview

### 1.1 Content

**Cambridge International AS Level Language and Literature in English** requires candidates to answer two compulsory papers: Paper 2 Writing, and Paper 9 Poetry, Prose and Drama. In Paper 2 Writing, candidates have the opportunity to produce their own imaginative writing, as well as producing writing for a given audience. In Paper 9 Poetry, Prose and Drama, candidates answer two questions, each on a different text. Candidates are required to study two texts, from a range of poems, prose and drama, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

### 1.2 Assessment

All candidates take:

Paper 2 Writing	Duration	Weighting
Two Sections: Section A and Section B. Candidates answer two questions: one question from Section A and one from Section B. Questions carry equal marks. Externally assessed. 50 marks	2 hours	50%

and

Paper 9 Poetry, Prose and Drama	Duration	Weighting
This paper contains three sections: Section A: Poetry, Section B: Prose, and Section C: Drama. Candidates answer two questions, each from a different section. Externally assessed. 50 marks	2 hours	50%



## Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- Cambridge International AS & A Level English Language (9093)
- Cambridge International AS & A Level Literature in English (9695).

## 2 Syllabus aims and assessment objectives

### 2.1 Syllabus aims

The syllabus aims to develop:

- a critical and informed response to writing in a range of forms, styles, contexts and audiences
- the interdependent skills of reading, analysis and communication
- effective and appropriate communication
- appreciation of and informed personal response to literature in English
- wider reading and an understanding of how it may contribute to personal development.

### 2.2 Assessment objectives

Candidates must demonstrate:

AO1: A knowledge and understanding of features of English language.

AO2: The ability to write clearly, accurately and effectively for a particular purpose or audience.

AO3: The ability to respond to texts in two of the three main forms (Prose, Poetry and Drama), of different types and from different cultures.

AO4: An understanding of how writers' choices of form, structure and language shape meanings.

AO5: The ability to produce informed, independent opinions and judgements on literary texts.

AO6: The ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.

### 2.3 Relationship between assessment objectives and components

Assessment objective	Paper 2	Paper 9
AO1	✓	
AO2	✓	
AO3		✓
AO4		✓
AO5		✓
AO6		✓

The assessment objectives for Cambridge International AS Level Language and Literature in English carry equal weight within each component. Components are marked holistically using the mark levels printed in the specimen paper mark schemes.

Each paper is worth 50% of the total marks and each question carries equal marks.

## 3 Syllabus content

### Paper 2 Writing

The paper contains two sections: Section A and Section B. There are three questions in each section.

- Candidates answer two questions: one question from Section A **and** one question from Section B.
- Questions carry equal marks.

#### Section A: Imaginative writing (i.e. narrative/descriptive)

Candidates choose one out of three questions.

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

#### Section B: Writing for an audience (i.e. discursive/argumentative)

Candidates choose one out of three questions.

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

### Paper 9 Poetry, Prose and Drama

The paper contains three sections: Section A: Poetry, Section B: Prose, and Section C: Drama. Candidates answer **two** questions, each from a different section.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole.

Dictionaries may **not** be used.

Set texts are listed in the section **Set Texts for Cambridge International AS Level Language and Literature in English**.

## Set texts for Cambridge International AS & A Level Literature in English

### 9695 Cambridge International AS & A Level Literature in English

#### 2020 Set texts

In examinations in 2020, questions will be set on the following texts.

<b>Paper 3 Poetry and Prose</b> (Candidates study one from each section.)	
<b>Section A Poetry</b> Robert Frost Owen Sheers Songs of Ourselves 2	Selected Poems <i>Skirrid Hill</i> Selected Poems
<b>Section B Prose</b> E M Forster Andrea Levy Stories of Ourselves	<i>Howards End</i> <i>Small Island</i> Selected Stories
<b>Paper 4 Drama</b> (Candidates study two of the following.)	
Arthur Miller William Shakespeare William Shakespeare Wole Soyinka Tennessee Williams	<i>All My Sons</i> <i>Much Ado About Nothing</i> <i>Henry IV, Part 2</i> <i>Death and the King's Horseman</i> <i>Sweet Bird of Youth</i>
<b>Paper 5 Shakespeare and other pre-20th Century Texts</b> (Candidates study one from each section.)	
<b>Section A Shakespeare</b> William Shakespeare William Shakespeare	<i>The Winter's Tale</i> <i>Richard II</i>
<b>Section B</b> Jane Austen Charles Dickens Geoffrey Chaucer Thomas Hardy John Milton Percy Bysshe Shelley	<i>Northanger Abbey</i> <i>Oliver Twist</i> <i>The Knight's Tale</i> <i>Tess of the d'Urbervilles</i> <i>Paradise Lost Books IX and X</i> Selected Poems

## 2020 Set texts (continued)

### Paper 6 1900 to the present

(Candidates study two of the following.)

Virginia Woolf  
Barbara Kingsolver  
T S Eliot  
Athol Fugard

Kazuo Ishiguro  
Derek Walcott  
Tennessee Williams

*Mrs Dalloway*  
*The Poisonwood Bible*  
*Four Quartets*  
*Township Plays: The Island, Sizwe Bansi is Dead, Nongogo, No-Good Friday*  
*Never Let Me Go*  
Selected Poems  
*The Glass Menagerie*

## 2020 Set poems and stories

In examinations in 2020, questions will be set on the following poems and stories.

### Songs of Ourselves 2 – Selected Poems Paper 3 Poetry and Prose

*A Complaint*  
*A Song of Faith Forsworn*  
*A Wife in London (December, 1899)*  
*Darkness*  
*Distant Fields/ANZAC Parade*  
*Farewell, Ungrateful Traitor*  
*First March*  
*Futility*  
*Homecoming*  
*I Years had been from Home*  
*If Thou must Love Me*  
*On the Day of Judgement*  
*On This Day I Complete My Thirty-Sixth Year*  
*Shirt*  
*Sleep*  
*Song*  
*Song of the Shirt*  
*Sonnet 19*  
*The Cry of the Children*  
*The Death-Bed*  
*The Mountain*  
*The Pains of Sleep*  
*The Pride of Lions*  
*The Wedding*  
*Waterfall*  
*When We Two Parted*  
*When You are Old*  
*Written Near a Port on a Dark Evening*

William Wordsworth  
John Warren, Lord de Tabley  
Thomas Hardy  
George Gordon, Lord Byron  
Rhian Gallagher  
John Dryden  
Ivor Gurney  
Wilfred Owen  
Lenrie Peters  
Emily Dickinson  
Elizabeth Barrett Browning  
Jonathan Swift  
George Gordon, Lord Byron  
Robert Pinsky  
Kenneth Slessor  
Lady Mary Wroth  
Thomas Hood  
William Shakespeare  
Elizabeth Barrett Browning  
Siegfried Sassoon  
Elizabeth Bishop  
Samuel Coleridge  
Joanna Preston  
Moniza Alvi  
Lauris Edmond  
George Gordon, Lord Byron  
W B Yeats  
Charlotte Smith

## 2020 Set poems and stories (continued)

**Robert Frost: Selected Poems**  
**Paper 3 Poetry and Prose**

A Soldier  
 After Apple-Picking  
 An Encounter  
 An Unstamped Letter in our Rural Letter Box  
 Birches  
 Gathering Leaves  
 Home Burial  
 Mending Wall  
 Mowing  
 'Out, Out –'

Stopping by Woods on a Snowy Evening  
 The Ax-Helve  
 The Black Cottage  
 The Cow in Apple Time  
 The Death of the Hired Man  
 The Road Not Taken  
 The Sound of Trees  
 The Wood-Pile  
 There are Roughly Zones  
 Two Look at Two

**From *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English* (ISBN 978 0521 727 914)**  
**Paper 3 Poetry and Prose**

Raymond Carver  
 Borden Deal  
 Arthur Conan Doyle  
 Graham Greene  
 Nathaniel Hawthorne  
 Ted Hughes  
 V S Pritchett  
 Ahdaf Soueif  
 H G Wells  
 Oscar Wilde  
 P G Wodehouse  
 Virginia Woolf

*Elephant*  
*The Taste of Watermelon*  
*How it Happened*  
*The Destroyers*  
*The Hollow of the Three Hills*  
*The Rain Horse*  
*The Fly in The Ointment*  
*Sandpiper*  
*The Door in the Wall*  
*The Happy Prince*  
*The Custody of the Pumpkin*  
*The Lady in the Looking Glass: A Reflection*

**Andrew Marvell: Selected Poems**  
**Paper 5 Shakespeare and other pre-20th Century Texts**

A Dialogue, between the Resolved Soul and  
 Created Pleasure  
 A Dialogue between the Soul and Body  
 An Horatian Ode upon Cromwell's Return from  
 Ireland  
 Bermudas  
 Eyes and Tears  
 Damon the Mower  
 On a Drop of Dew  
 The Coronet  
 The Definition of Love  
 The Fair Singer

The Garden  
 The Match  
 The Mower against Gardens  
 The Mower to the Glo-Worms  
 The Mower's Song  
 The Nymph Complaining for the death of her  
 Faun  
 The Picture of little T.C. in a Prospect of  
 Flowers  
 The Unfortunate Lover  
 To his Coy Mistress  
 Young Love

## 2020 Set poems and stories (continued)

**Percy Bysshe Shelley: Selected Poems**  
**Paper 5 Shakespeare and other pre-20th Century Texts**

A Lament  
 Adonais  
 An Exhortation  
 Autumn: a Dirge  
 Hymn to Intellectual Beauty  
 Invocation to Misery  
 Jane: The Invitation  
 Liberty  
 Lines: 'the cold earth slept below'  
 Lines: 'when the lamp is shattered'  
 Love's Philosophy  
 Mont Blanc  
 Mutability  
 Ode to the West Wind  
 On Wealth  
 Ozymandias

Sonnet: England in 1819  
 Sonnet: 'lift not the painted veil which those  
 who live'  
 Sonnet To Byron  
 Stanzas Written in Dejection, near Naples  
 Summer and Winter  
 The Cloud  
 The Mask of Anarchy  
 To — [music, when soft voices die]  
 To a Skylark  
 To Jane: 'the keen stars were twinkling'  
 To Jane: The Recollection  
 To Night  
 To. ('One word is too often profaned')

**Derek Walcott: Selected Poems, from Heinemann Selected Poetry (ISBN 0 435 91197 x)**  
**Paper 6 1900 to the Present**

A Careful Passion  
 Adam's Song  
 Ebb  
 Forest of Europe  
 Homecoming: Anse La Raye  
 Lampfall  
 Landfall, Grenada  
 Mass Man  
 Nearing Forty  
 Oddjob, a Bull Terrier  
 Parades, Parades  
 Ruins of a Great House  
 Sabbaths, WI  
 Sea Canes

The Almond Trees  
 The Bright Field  
 The Castaway  
 The Flock  
 The Schooner *Flight*, Chapter 11: After the  
 Storm  
 The Virgins  
 The Walk  
 The Wind in the Dooryard  
 To Return to the Trees  
 Veranda

## Set texts for Cambridge International AS Level Language and Literature in English

### 8695 Cambridge International AS Level Language and Literature in English

#### 2020 Set texts

In examinations in 2020, questions will be set on the following texts.

<b>Paper 9 Poetry, Prose and Drama</b> (Candidates study two of the following, each from a different section.)	
<b>Section A Poetry</b> Robert Frost Owen Sheers Songs of Ourselves 2	Selected Poems <i>Skirrid Hill</i> Selected Poems
<b>Section B Prose</b> E M Forster Andrea Levy Stories of Ourselves	<i>Howards End</i> <i>Small Island</i> Selected Stories
<b>Section C Drama</b> Arthur Miller William Shakespeare Wole Soyinka	<i>All My Sons</i> <i>Henry IV, Part 2</i> <i>Death and the King's Horseman</i>



## 2020 Set poems and stories

In examinations in 2020, questions will be set on the following poems and stories.

### From Songs of Ourselves 2 – Selected Poems Paper 9 Poetry, Prose and Drama

<i>A Complaint</i>	William Wordsworth
<i>A Song of Faith Forsworn</i>	John Warren, Lord de Tabley
<i>A Wife in London (December, 1899)</i>	Thomas Hardy
<i>Darkness</i>	George Gordon, Lord Byron
<i>Distant Fields/ANZAC Parade</i>	Rhian Gallagher
<i>Farewell, Ungrateful Traitor</i>	John Dryden
<i>First March</i>	Ivor Gurney
<i>Futility</i>	Wilfred Owen
<i>Homecoming</i>	Lenrie Peters
<i>I Years had been from Home</i>	Emily Dickinson
<i>If Thou must Love Me</i>	Elizabeth Barrett Browning
<i>On the Day of Judgement</i>	Jonathan Swift
<i>On This Day I Complete My Thirty-Sixth Year</i>	George Gordon, Lord Byron
<i>Shirt</i>	Robert Pinsky
<i>Sleep</i>	Kenneth Slessor
<i>Song</i>	Lady Mary Wroth
<i>Song of the Shirt</i>	Thomas Hood
<i>Sonnet 19</i>	William Shakespeare
<i>The Cry of the Children</i>	Elizabeth Barrett Browning
<i>The Death-Bed</i>	Siegfried Sassoon
<i>The Mountain</i>	Elizabeth Bishop
<i>The Pains of Sleep</i>	Samuel Coleridge
<i>The Pride of Lions</i>	Joanna Preston
<i>The Wedding</i>	Moniza Alvi
<i>Waterfall</i>	Lauris Edmond
<i>When We Two Parted</i>	George Gordon, Lord Byron
<i>When You are Old</i>	W B Yeats
<i>Written Near a Port on a Dark Evening</i>	Charlotte Smith

### Robert Frost: Selected Poems Paper 9 Poetry, Prose and Drama

<i>A Soldier</i>	<i>Stopping by Woods on a Snowy Evening</i>
<i>After Apple-Picking</i>	<i>The Ax-Helve</i>
<i>An Encounter</i>	<i>The Black Cottage</i>
<i>An Unstamped Letter in our Rural Letter Box</i>	<i>The Cow in Apple Time</i>
<i>Birches</i>	<i>The Death of the Hired Man</i>
<i>Gathering Leaves</i>	<i>The Road Not Taken</i>
<i>Home Burial</i>	<i>The Sound of Trees</i>
<i>Mending Wall</i>	<i>The Wood-Pile</i>
<i>Mowing</i>	<i>There are Roughly Zones</i>
<i>'Out, Out –'</i>	<i>Two Look at Two</i>

## 2020 Set poems and stories (continued)

**From *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English* (ISBN 978 0521 727 914)  
Paper 9 Poetry, Prose and Drama**

Raymond Carver  
Borden Deal  
Arthur Conan Doyle  
Nathaniel Hawthorne  
Ted Hughes  
Graham Greene  
V S Pritchett  
Ahdaf Soueif  
H G Wells  
Oscar Wilde  
P G Wodehouse  
Virginia Woolf

*Elephant*  
*The Taste of Watermelon*  
*How it Happened*  
*The Hollow of the Three Hills*  
*The Rain Horse*  
*The Destructors*  
*The Fly in The Ointment*  
*Sandpiper*  
*The Door in the Wall*  
*The Happy Prince*  
*The Custody of the Pumpkin*  
*The Lady in the Looking Glass: A Reflection*

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## Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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